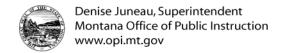
Montana's School Libraries

Technical Assistance and Compliance Information for K-12 School Library Programs

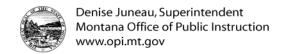
Spring 2009

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."



The positive impact of the school library media program is consistent: If you were setting out a balanced meal for a learner, the school library media program would be part of the main course, not the butter on the bread.

("School Library Media. . .")



Montana standards-based education is a dynamic framework to improve student learning through planning, implementing and monitoring of academic programs, learning environments, and organizational structures.

Accreditation Standards

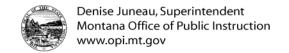
Program Standards

- 10.55.603 Curriculum and Assessment
- 10.55.709 Library Media Services K-12
- 10.55.802 Opportunity and Educational Equity
- 10.55.803 Learner Access
- 10.55.1001 District's Responsibilities For Program Delivery Standards
- 10.55.1801 Library Media Program Delivery Standards

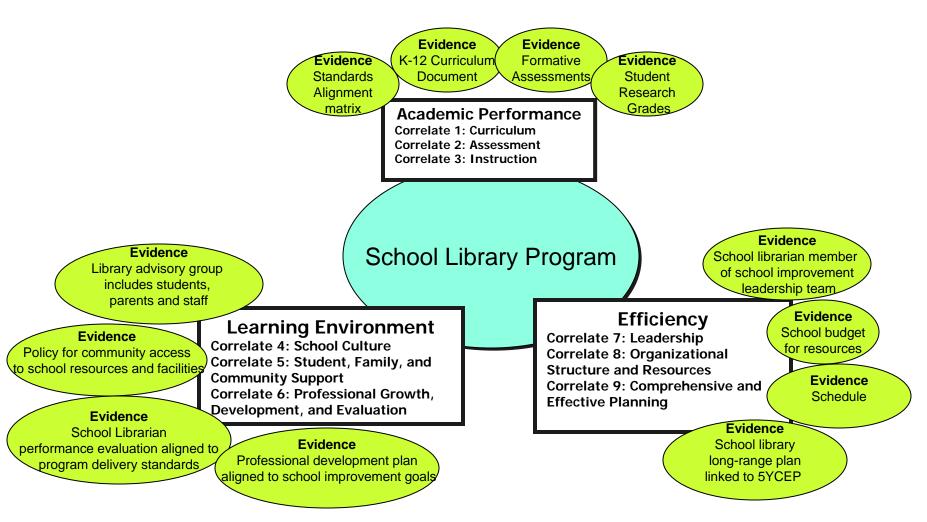
AccreditationStandards

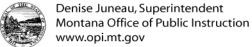
Content Standards

10.54.6510-6598 Information Literacy/Library Media Content Standards



Montana Correlates of Effective Schools





Montana Standards and Correlates

Academic Performance

Correlate 1: Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate 2: Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate 3: Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

MONTANA STANDARDS-BASED EDUCATION TO IMPROVE LEARNING AND TEACHING K-12 CONTENT STANDARDS What all Montana students will know, understand and be able to do when they graduate from high school, ready for work and postsecondary education. BENCHMARKS Check points along the K-12 continuum to assess student progress toward meeting standards. End of Grade 4 End of Grade 8 Upon Graduation PERFORMANCE DESCRIPTORS How well students apply knowledge, skills and abilities Novice **Nearing Proficiency** Proficient Advanced Grade 12 Grade Grade ESSENTIAL LEARNING EXPECTATIONS STANDARDS-BASED EDUCATION IMPLEMENTATION Professional Development and Technical Assistance Ongoing opportunities using statewide, regional and local delivery venues. Model Curriculum Research-Based Model Classroom Instructional Strategies Assessment EDUCATOR PREPARATION PROGRAMS Initial and advanced educator preparation programs and professional development. CHART KEY Blue - Approved in Administrative Rules of Montana by the Montana Board of Public Education Aqua – Approved by the Superintendent of Public Instruction Lavender - Guidance and Regional Ongoing Professional Development Green - Professional Educator Preparation Program Standards (PEPPS) and On-Site Review Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov

How can your school librarians support your school improvement goals?

School Librarians' Core Responsibilities

We collaborate and coordinate to teach information literacy skills and processes.

We are managers of information and resources.

We are advocates for reading.

How will you support your school librarians in meeting these core responsibilities?

So what does your library have to do with increasing student achievement?

The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performances.

What the Research Says:

School Libraries Work!

School Libraries Count!

What the Numbers Say

How Much Do Libraries Help Readers? Results of Studies in Three States

School Level	Percent of reading test score variation explained by library media variables alone (1998/99)		
	Pennsylvania	Colorado	Oregon
Elementary	4%	8%	4%
Middle	5%	2%	3%
High	6%	n/a	5%

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What 13,000 Kids in Ohio Say

- •96.8 percent of students said the "school library has helped me know the different steps in finding and using information;"
- •93.7 percent said the school library "has helped me find different sources of information (such as books, magazines, CDs, Web sites and videos) for my topics;"
- •92.4 percent said "computers in the school library help me do my school work better;" and
- •85.7 percent said "the school library has helped me be more careful about the information I find on the Internet."

("Ohio Study...")

Data-driven Decision Making

What academic performance data will you use to make decisions about your library program?

What learning environment data will you use to make decisions about your library program?

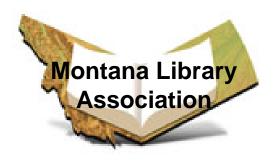
What organizational data will you use to make decisions about your library program?

A Vision of K-12 Students Today

Resources

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www.opi.mt.gov/LibMedia/index.html







Questions or Comments?

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